Evaluating and Encouraging the concept of ‘‘Child Friendly Schools’’ to Promote Holistic Health in Schools of Agra city

Synopsis

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Submitted by

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INTRODUCTION

School plays an important role in children's life after a family. Children spend most of their waking time in schools and the environment of their schools affects all the domains of their development. Good or bad the effect of their classroom environment on children is profound. Keeping all this in mind, UNICEF introduced the model of ***''Child Friendly Schools''*** in 2006.The purpose of this model to move schools and their education system towards quality standards and provided better conditions and resources necessary for achieving the standards.

'Child Friendly Schools' model promises a more participatory and comprehensive approach to managing and planning for quality education. For example:

Stronger links between schools and their communities, it is helpful in the consultative process and developing credible education sector plans that get attraction for external support in line with the good governance.

- The stronger connections have made it more likely that communities have recognized with and supportive and helpful of their schools, strengthening the process of providing quality basic education for all children.
- A focus on the holistic health of child, including their different needs of different groups according to these factors like gender, physical capabilities and socio-economic status, it helps to address Individual differences that stem from home and community backgrounds, creating a field for all students to achieve their full potential through education.
- Focus on inclusiveness is enabling countries to use the full potential of their human resources.
- A more adherent learning environment helps minimize the failure and drop-out rates that also contribute to poor quality due to internal inadequacy in schools and their education systems.
- Child-centered pedagogy is more appropriate to produce free thinkers who can make constructive contributions to a democracy and adapt to changing situations.
- Child-centered pedagogy is also enable teachers to improve their professional standards as facilitators of learning, Responsible for children's well-being while they are in school and authority figures in the management of links between the school and the other communities.
- A child-centered as well as gender sensitive pedagogy is more appropriate to generate school

graduates to be job creators rather than job seekers.

- A focus on the whole child, results in various non educational needs of children, like checkups of their health and nutrition status and other health related needs addressed through the school system.
- The holistic approach of 'Child Friendly Schools' is likely to generate a major change in thinking concerning what schools are for and how they can affect change in the society through their children, family and community links and the future activities of their graduates.

Quality education works for every child and enables all children to achieve their full potential.(UNICEF,2006)

UNICEF promotes a holistic approach to education through its Child-Friendly Schools model. The basic principle of 'Child Friendly Schools' approach is to make school a nurturing and stimulating experience for every child. Through this model it aims to:

- Create an inclusive, safe, healthy and protective learning environment for all school going children.
- Enhance teaching and learning quality.
- Promote the involvement of students, teachers, families and other community in the life of the school
- Strengthen and affect education policy to create a more child friendly education system.(Durlak et al.,2011)

Students belonging to 'Child Friendly Schools' were rated significantly better in school learning environment than those students who were from schools of conventional system . They mentioned significantly higher on all the areas of learning environment, hygienic conditions, protective and the stimulating environment, child centered pedagogy, the appropriate learning environment, interaction between teachers and students ,physical state of the classroom and involvement of parents. So, it can say that there were better hygienic conditions in 'Child Friendly Schools' if compared with conventional schools. (Anwar and Malik et al.,2016)

SECTION II : BACKGROUND AND CONCEPTUAL FRAMEWORK

2.1 Status of child friendly school Model (CFSM) in Indian schools: UP's education department had taken a lead by adopting the concept of CFSM in letter and spirit. The concept note was ready

and guidelines to train teachers (known as “unnayan”) for the job was in final stages. (The Times of India, 2009)

In Right to Education (RTE) Act school should have a School Management Committee. UNICEF had many initiatives with Sarva Shiksha Abhiyan, the recent was the school management committee Radio programme Jan Pahal. The plan was for school management committee members listen to the episodes in schools through the radio set distributed to schools and discussed the present issues on the radio and spread awareness. UNICEF conducted two rounds of an effectiveness study among the primary audience of this school management committee Radio Series in UP and check the extent to which the programmes related with the primary audiences, the reach and recall of the messages, awareness on roles and responsibilities on improving school and learning environment. (UNICEF,2018)

‘Child Friendly School’ Igniting young minds: Sabrina, a student of class 8 in the child friendly school in Khospora, according to her she used to find lack of interest in mathematics But later she had interest to study Geometry and liked to solve Math’s equations. These innovative transformations in the way children learned and the various opportunity to play sports which created happy atmosphere in classroom, as teachers had noted.*“At home, we girls are expected to behave like grown-ups and do household works. In school, we are free to be ourselves, play, talk with friends, and learn interesting things,”* said Asifa, a student of class 8, “That’s why I like coming to school.” (Rahman,2019)

Innovative learning programme in one of school of odisha had shown positive learning results for children. Almost all students (96 %) said that the classes had helped them continue with studies in a self-pace manner. Students also said the classes helped to establish a good relation with teachers and increased their confidence. (Srivastava,2020)

Students of government primary schools in Jharkhand will soon have access to child friendly libraries so that students can read books according to their interest and it helps to develop reading habit and enhance their learning capacity. One such library, set up at Government Middle School in Ranchi has turned out to be a fun zone for the primary students. Low height chairs and tables have

been placed in the libraries for the students thus they can sit and read properly. (The Times of India, 2022)

2.2 Role of 'Child Friendly Schools' on academic achievement of children: 'Child Friendly Schools' (CFS), classrooms and teaching methods and techniques in primary schools lead to improved learning outcomes, not only in exam scores but in competencies and skills.(Heart,2010)

There was a significant relationship between the level of implementation of child friendly school programme in terms of student's participation in school, student's health, safe and protective infrastructure for students, enrolment, academic achievement and success; teacher's morale and motivation; and community support.(Pepito,2020)

2.3 'Child Friendly Schools' and holistic health of children: Schools were failed to provide quality education, basic health facilities, hygiene and safety. Many teachers were taking private tuition and coaching classes. Schools were inattentive for child's mental and physical health. Bullying was major problems in many schools and no facility of guidance and counseling in schools. Thus it could be say that the environment of the schools was not child friendly in Varanasi city. The research was indicated that the boys were more vulnerable than girls; there was no child friendly environment of boy's schools in comparison to girl's schools.(Singh,2014)

Public schools of multan district were providing many of the facilities like clean drinking water, security system for the school, appropriate classroom with proper lights, attendance registers, refer children to get treatment for their health problems, parent-teacher meeting, etc (Saleemet al.,2020)

Schools based on the idea that students found meaning through connections with their environment. Teachers connected with community members, including families and officials, to give support and expanded learning opportunities. Schools played vital role to bring together for academic, social development, and engagement activities. Schools gave

attention on experiential learning provides hands-on educational experiences. Students worked with peers and in groups exploring different learning styles to determine which styles were most appropriate for them. Holistic, experiential techniques include problem-solving activities to address community problems or create innovative products.(Radha,2022)

2.4 Student centered Teaching and Learning: Teachers' use of child-centered pedagogies affected student's science skills in schools. Teachers should modify their classroom teaching and learning so that it allows learners to do active learning and interaction with the outside of the classroom.(Andeima,2016)

Teacher used her knowledge and skills of what the children should achieve in standardized assessments as a minimum expectation .As a result, every child in the class met, and many touched, minimum reading standards by year's end. Use of individualized, child-centered pedagogy, informed by a combination of standardized and informal tests and assessments allowed the teacher to support students to develop reading abilities and to reach their full potential. (Nicholas et al,2021) . Students increased confidence and self-efficacy as a result of Learner centered pedagogy implementation. Many texts commented on students' increased confidence, increased self-esteem and better communication with teachers, similar findings were found in five countries.(Bremner et al,2022

SECTION III: REVIEW OF LITERATURE

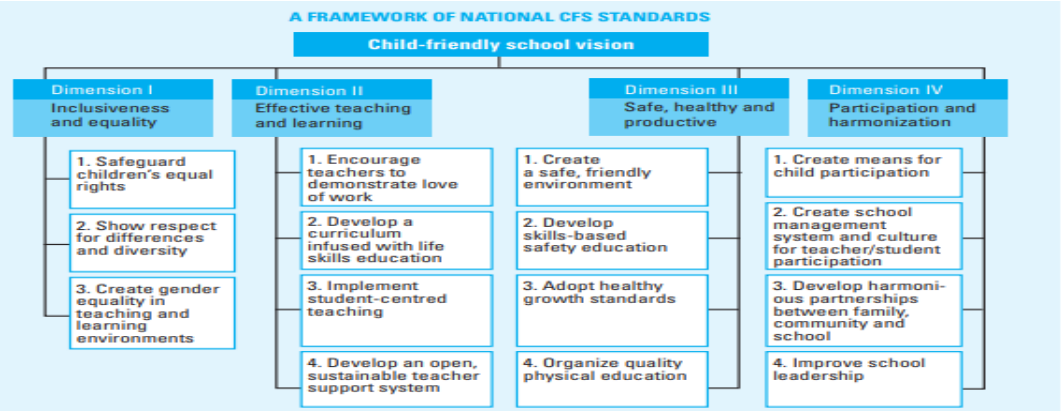
A FRAMEWORK OF NATIONAL CFS STANDARDS
Child-friendly school vision
Dimension I
Inclusiveness and equality
1. Safeguard children's equal rights
2. Show respect for differences and diversity
3. Create gender equality in teaching and learning environments
Dimension II
Effective teaching and learning
1. Encourage teachers to demonstrate love of work
2. Develop a curriculum infused with life skills education
3. Implement student-centred teaching
4. Develop an open, sustainable teacher support system
Dimension III
Safe, healthy and productive
1. Create a safe, friendly environment
2. Develop skills-based safety education
3. Adopt healthy growth standards
4. Organize quality physical education
Dimension IV
Participation and harmonization
1. Create means for child participation
2. Create school management system and culture for teacher/student participation
3. Develop harmoni-ous partnerships between family, community and school
4. Improve school leadership

Figure1. A framework of national CFS standard (UNICEF, 2006)
(Source: https://www.unicef.org/media/66486/file/Child-Friendly-Schools-Manual.pd)

3.1 Schools as protective environment: *3.1.1* ***Health and Hygiene*** –Healthy and well-nourished Children were more able to participate in school and got benefit from education. Poor hygiene practices lead to days suffered from sickness and played a vital role in the increased problems of communicable diseases. It was essential to assess the hygiene practices of school going children in order to check where modifications can be made. (Ranga and Majra,2022)

3.1.2 ***School Infrastructure*****-** The Right to education act forced that every school should have a playground, a boundary wall, a library, and drinking water facilities and proper infrastructure of school keeping the building and classrooms in adequate condition, with clean toilets, healthy meals, electricity, qualified and trained teachers, proper desks, and chairs.(Sehgal,2022)

3.2 Involvement of teachers, school managers and communities: The participation of the teacher in a child's play during the early stages could be beneficial to build a solid foundation for the child.In conclusion, rather than discussing that a teacher should participate or not, meaningful discussion is that what level of participation is essential and in which type of conditions this participation should be placed. Teachers should be a role model and a demonstrator and not involved in the play as worker to give only direct instruction and it would be helpful to make teaching process for the betterment of the students for their all round development.(cognitive, emotional and social level).(Terman,2011)

Kothari commission (1964-66) emphasized on need of decentralization of school involvement of parents and other local communities in the processes of improvement of school. New education policy 1986 focused on planning and management of decentralization of Primary education. A report (1992) was given by Veerappa Moilyon decentralization. National Curriculum Framework (2005) focused for community involvement for enhancing quality education. There are school management committees in RTE act 2009. This paper emphasized on policy and practices of community involvement in the school education after freedom in India.(Kumar,2021)

3.3 Inclusive classrooms: Teachers and community members still had negative thoughts towards inclusive classes and the causes were different. Negative thought of teachers were based on lacking of resources while the community's was based on cultural and religious beliefs. Inclusion had increased the number of children taking education; increased the literacy rate and had developed positive attitude towards disability in the community and had enable students to appreciate each other's strength and

weaknesses. Finally, didn't having proper resources, inadequate trained teachers, and negative thoughts were some challenges affecting the idea of inclusive education. (Kurumei,2015)

Teachers' capabilities, proper infrastructure, open support system were essential for proper nurturing of disables in India. Teacher's perception towards children with disability could be positively modified with the proper training and education regarding disable education. Indian schools were not fully prepared for all disables and not able to fulfill their needs in the process of education. Evaluation system only checked rote memory without considering problems faced by children with disability. So, a proper environment was essential in schools in India to strengthen inclusive education. At society level too, it was important to change attitude. (Sharma,2018)

3.4 Effective teaching and learning: Teachers need to made models or an effective ways to teach, helped students in understanding the different concepts. An effective learning was directly connected to effective teaching and thus it helped to make effective classroom management. Three main aspects composed the framework namely teachers' inner abilities, supported of educational institution and student's participation in learning and school activities. (Prameswari and Sanchia et al.,2017)

Many schools were shifting to Student Centered Learning approach because of the benefits for learner. Student centered learning helped students in understanding that what they need out of their learning's, creating purposeful learning environments where learners were participated and motivated. Some benefits of student centered learning approach were as follow:

- Individualization improved students' perception towards learning;
- Project-based learning or in which learner had to be search increased student involvement.
- Teaching students about self-regulation improved academic score.
- Stronger and better relationships between learners and teachers through shared experiences showed improvements in students' communication and collaboration skills and learners' ability to think and work freely.
- Improved and increased student interest in school activities and education.(Sudderth,2022)

SECTION IV : RATIONALE AND RESEARCH METHODLOGY

4.1 Need of the study: Improving school ethos or school environment and safety helped to improve student learning and their social development.(Alessandro,2013). Schools are an essential setting to

improve the mental and physical health or wellbeing of children through promoting learning, providing social support and establishing lifelong healthy habits. (Bonell et al.,2014).

School environment which supported the feeling of belongingness and acceptance, it created Connection between schools and classrooms with less conflicts and disruptive behavior, smooth changes from one type of activity to another, proper way of expressions of feelings, appropriate communication and problem solving, a sense of supportiveness and responsiveness to students and their needs.(Weare,2015)

The relations between indicators of a school's teaching and learning environment and student academic achievement had been widely established. (Kutsyuruba et al., 2015).

A strong school ethos or better school climate was also more likely to promote constructive student behaviors and a sense of connecting which fosters positive student outcomes. (Warin, 2017).

A positive school ethos which was favorable for children and culture was important to develop good relationships and positive behavior in the classroom, playground and other community. Positive school climate was basic component to promote social and emotional wellbeing and better mental health for children in schools. (Katherine,2017)

Promoting a strong school ethos or positive environment or said that child friendly school was beneficial for the levels of students' school engagement, which also affected students' academic performance in education in a positive manner. Study also showed that the between-school variation concerning students' school engagement was significant, student attended schools when there was a positive school engagement.(Ramberg,2019)

There was a Positive relationship between a school's ethos / child friendly school and an academic achievement. At the school level, higher academic achievement was related with less psychological distress among students. At the individual level, students with higher academic achievement showed less psychological stress and aggressive behavior. Schools which had value based policies and practices played a vital role for students' academic performance, and with help of this, for their psychological well-being. (Saminathen et al.,2021)

4.2 Justification of the study: The Unified District Information System for Education Plus (UDISE+) given its report and said that the dropout rate among primary school going children went

up from 0.8 % in 2020-21 to 1.45 % in 2021-22. The report also said that more than 8 lakh new girl students enrolled in the year 2021-22, while the number of students enrolled under SC, ST, OBC and Children with Special Needs (CWSN) increased. The rate for drop out for upper primary students increased from 1.9 to 3.02 per cent, according to the report.(The New Indian Express, 2022)

Positive school ethos or schools which followed the concept of child friendly school model helped their children in their holistic health and generated positive outcomes. For all round development or promote holistic health of child, researcher will conduct the intervention programme to evaluate and strengthening the concept of 'Child Friendly Schools' in private and government primary schools of Agra city.

4.3 Statement of the problem:

The proposed statement of the problem is:-

"Evaluating and Encouraging the concept of ''Child Friendly Schools'' to Promote Holistic Health inSchools of Agra city"

4.4 Operational Definitions:

4.4.1 'Child Friendly Schools': In 'Child Friendly Schools' there is use of activity based teaching-learning methods and techniques in class, children are the centre of learning and involving them in the process. Schools as protective environment, Involvement of teachers, school managers and communities, Inclusive classrooms, Gender sensitive schools, Effective teaching and learning are the domains of CFSM (UNICEF, 2006) Schools as protective environment , Involvement of teachers, School managers and communities, Inclusive classrooms, Effective teaching and learning will be selected domains of CFSM for the proposed study.

4.4.1.1 Areas of 'Child Friendly Schools' are as follow:

1. Schools as protective environment- There are two aspects in it:

- Health and Hygiene-The primary aims of school hygiene education is to improve behavior through useful practices related to personal, water, food, domestic and public hygiene.
- School Infrastructure- School infrastructure means the civil structure, structures and size or space of classrooms, laboratories, library, playfields etc and other facilities and amenities

provided on the Site.

2. **Involvement of teachers, school managers and communities-** Teachers, management heads and other communities like families, personals involve in school activities with children and in school related decisions, policies etc.
3. **Inclusive classrooms**-Based on concept of education for all, children with special needs and children belong to minority as well, they all learn together in one classroom.
4. **Effective teaching and learning–**Teach using innovative child centered techniques like play way method, peer tutoring and task analysis etc which help to promote effective learning among school going children.

4.4.2 Primary School going children- Only Students of V standard aging 10 to 11 years will be selected for the proposed study.

4.4.3 Holistic Health-Holistic health includes physical, mental, spiritual, emotional and social aspects of the individual, rather than focusing on one. In holistic health, all components are seen as interconnected. If one aspect is not functioning properly, it can affect overall health. Physical, Psycho-social and Cognitive aspects of holistic health will be taken in the proposed study.

4.5 Objectives of the study:

4.5.1 To assess the existing status of 'Child Friendly School' model in schools of Agra city.

4.5.2 To assess the existing provisions for holistic health in schools of Agra city.

4.5.3 To design and implement an intervention programme in order to develop knowledge of the concept of 'Child Friendly School' and holistic health of children in schools of Agra city.

4.5.4 To study the improvements in domains of 'Child Friendly School' model and provisions for holistic health after the implementation of an intervention programme.

4.5.5 To study the effect of various demographic profiles on holistic health of children.

4.5.6 To obtain the feedback regarding the intervention programme from the beneficiaries of intervention programme.

4.5.7 To disseminate information for future use.

4.6 Methodology:

4.6.1. Locale of the study: Agra city will be conveniently selected as the locale of study.

4.6.2 Sample size: Four schools of UP board, four schools of ICSE/CBSE board and two schools of DEI board will be selected as sample for the proposed study. Total number of children will be 800i.e.320children in which 40 boys and 40 girls will be selected from each school of UP board*,320 children in which 40 boys and 40 girls will be selected from each school of CBSE/ICSE board*, 160children in which 40boys and 40girls will be selected from each school of DEI board*as sample for the proposed study, 50teachers(Five teachers from each school)who will be recommended by school administration and 10 Principals (One from each school) will be selected as sample for the proposed study. Total sample size will be 860 for the proposed study.

*Numbers of girls and boys in the sample will be dependent on the obtained list of registered children from the schools

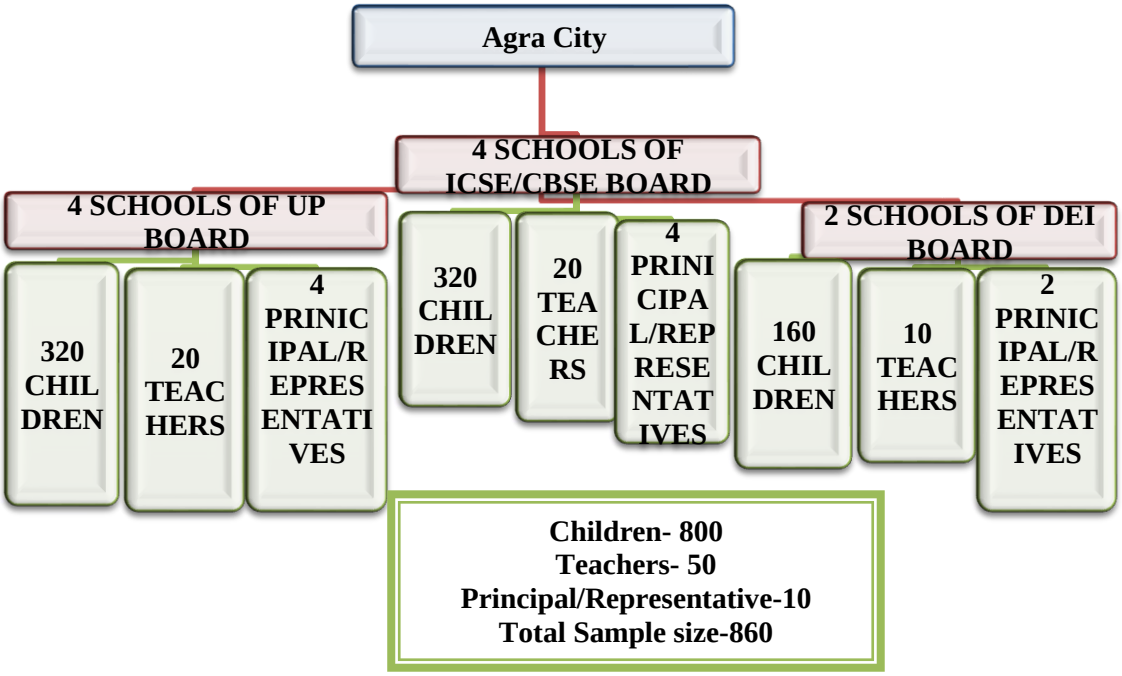

Figure 2. Details of sample size

4.6.3 Sampling Technique: Multistage stratified random sampling will be used for the selection of sample.

4.6.4 Selection of sample: Sample selection will be done in following stages-

- **Stage 1.** In the proposed study schools located at Agra city will be conveniently selected.

- **Stage 2.** Primary schools will be categorized on the basis of board. i.e. UP Board, ICSE/CBSE Board and DEI Board. List of primary schools of UP board and ICSE/CBSE board will be collected from Nagar Nigam Agra. Two primary schools of DEI will be selected purposively. List of students of primary schools of DEI board will be collected from the principals of primary schools. At this stage four Primary schools of UP Board, ICSE/ CBSE Board will be randomly selected from the list.
- **Stage 3.** Selection of V class from each selected school will be done purposively.
- **Stage 4.** Two sections of V class from each selected school will be selected purposively.
- **Stage 5.** List of all children studying in selected sections of V class will be obtained. Children will be randomly selected from the list from each section.

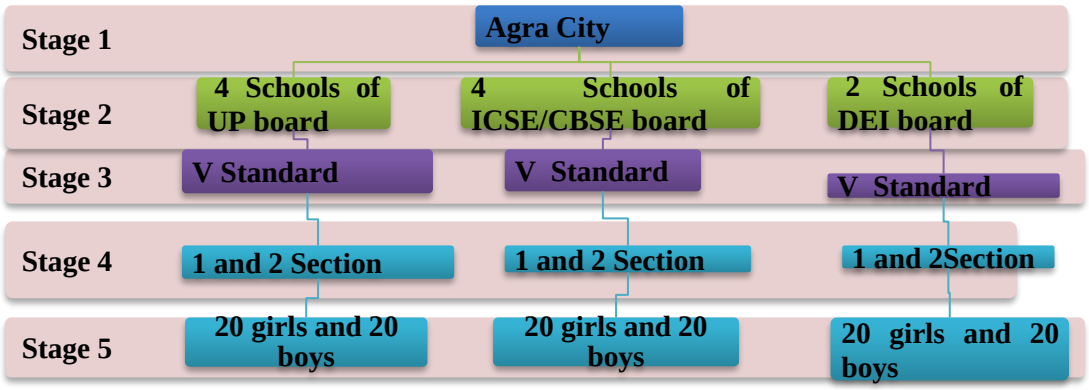

Figure 3. Sample selection through Multistage Stratified Random Sampling

Obtaining Consent

Consent of Principals/Representatives and teachers will be taken before including them as the sample of the study. Teachers who will be recommended by school administration will be selected as sample. As children are minor (below 18 years) and it's not the legal age for consent yet, therefore parental consent will be taken to include children as the sample for the proposed study. The consent will be obtained before the research work.

4.6.5 Research design:' ***Mixed Method Design***' will be used in the proposed study. Mixed method design is a research approach whereby researchers collect and analyze both quantitative and qualitative data within the same study. In Mixed Method Design, Exploratory, Action and Descriptive research designs will be used in the proposed study.

- **Exploratory Research:** This design will be used to explore existing status of 'Child Friendly

School' model, Provisions for holistic health in schools and effect of various demographic profiles on holistic health of children.

- **Descriptive Research:** This design will be used to describe existing status and improvements in domains of 'Child Friendly School' model and Provisions for holistic health in schools of Agra city.
- **Action Research:** This design will be used in intervention programme to give knowledge regarding Child Friendly School model and concept of holistic health in Schools.

4.6.6 Domains of 'Child Friendly Schools' to be covered in the study

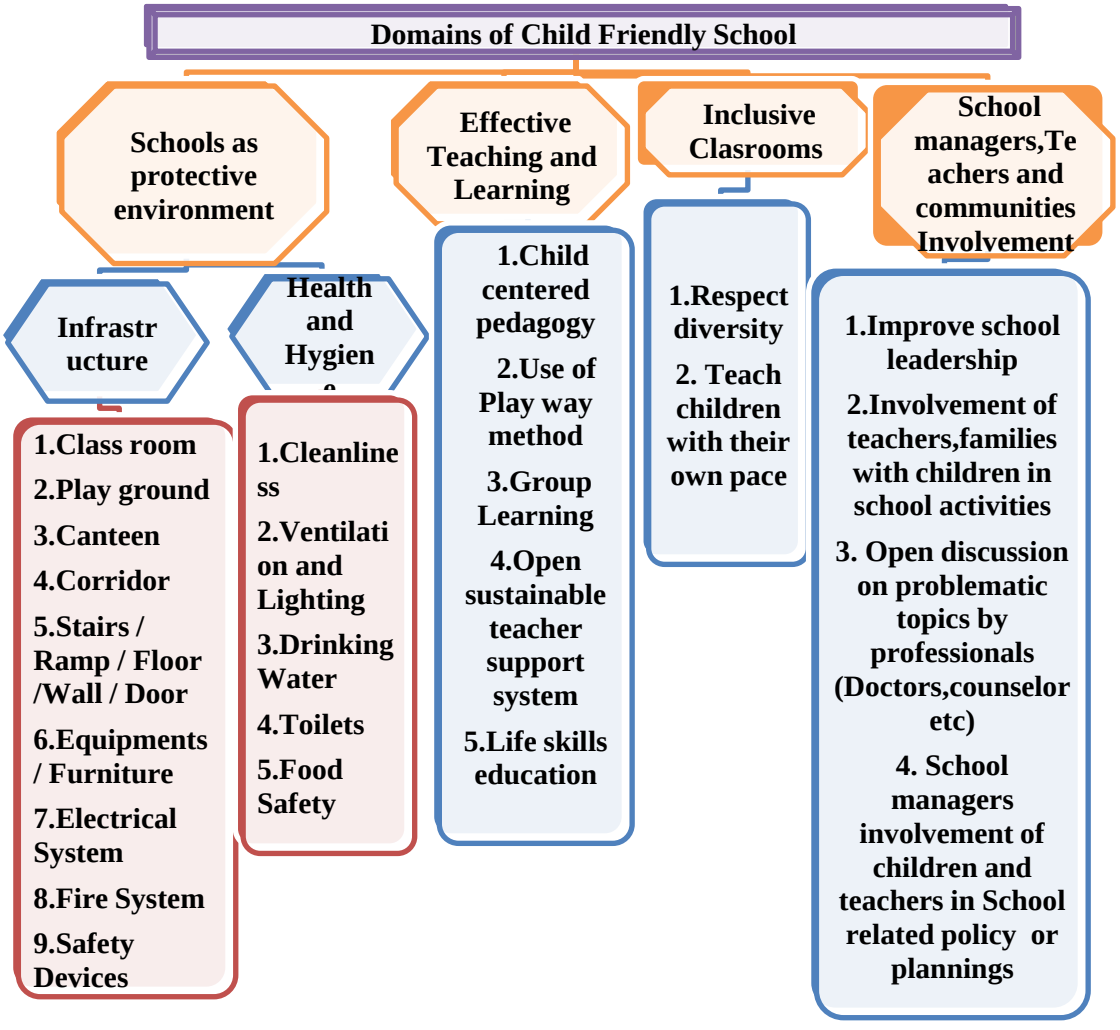

Figure 4. Domains of 'Child Friendly Schools' to be covered in the study

4.6.7 Tools of data collection:

Two types of self-constructed tools will be used for the proposed study, assessment and another one is informative will be used to fulfill the research objectives are as follows:

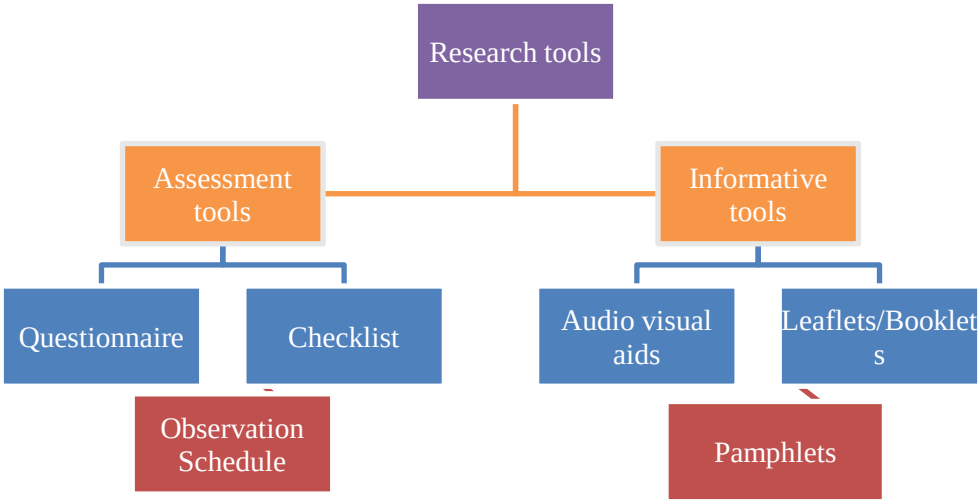

Figure 5. Schematic Representation of Research Tools

Assessment tool: Self constructed assessment tools will be used for domains wise assessment. The assessment tools will be prepared in the form of observation schedule, questionnaire and checklist. The details of assessment tools have been given in table 1.

Table 1. Details of the assessment tools:

Tool	***Type of Tool***	***Description of the tool***	***Filled by***	**Frequency of administration**
CFSM	Checklist	Assess the existing Knowledge and Practices of child friendly school model Improvements in domains of CFS after the implementation of an awareness programme	Teachers School Administrators Children	Twice Pre intervention Post intervention
AHH	Observation Schedule	Assess the existing provisions for holistic health of children Study the improvements in provisions for holistic health • Physical Development • Psycho-social Development • Cognitive Development	Teachers School Administrators	Twice Pre Intervention Post Intervention

F R I M	Questionnaire	Feedback Regarding intervention programme	Children, Teachers, Schools Administrators	Post intervention

Informative Tool: Self constructed informative tools will be used for giving awareness regarding "Child friendly school" model and holistic health of children among primary schools. The informative tools will be prepared in the form of pamphlets, leaflets, booklets, audio visual aids, posters etc according to the needs of content. The details of informative tool have been given in table 2.

Table 2. Details of the informative tools

Name	**Developed for**
Pamphlets / Leaflets / Booklets / Audio visual aid / Workshop/Posters/Banners	Teachers School Administrators Children

4.6.8 Procedure of the study: To achieve the research objectives, control and experimental group will be formed for the proposed study. Two schools from UP, CBSE/ICSE board and one school of DEI board will be selected as control group. Thus total 400 children, 25 teachers and 5representatives will be selected in the control group. Two schools of UP, CBSE/ICSE board and one school of DEI board will be selected as experimental group. Thus total 400 children, 25 teachers and 5 representatives will be selected in the experimental group.

To achieve the research objectives, the intervention will be conducted in following phases:

Table 3. Phases of the intervention

Pre Intervention phase:	Researcher will randomly select and visit the primary schools. Establish rapport with the children as well as with their teachers and school administrators. Preparation of the assessment tools (Questionnaire, schedule and checklist) will be done. Information regarding existing status of child friendly school model and provisions for holistic health of selected Schools will be collected. The researcher will design intervention plan for children, teachers, and school administrators to give education and create awareness regarding child friendly school model and holistic health. Researcher will take consent from parents of children, teachers and school representatives for the study.
Intervention Phase:	The assessment tools will be administered in this phase. Suggested Activities will be done in this phase

Post Intervention Phase:	Tools for post assessment will be administered in this phase. The Researcher will collect information to study the improvements in domains of 'Child Friendly School' model and in provisions for holistic health.
Feedback phase:	Feedback regarding the intervention programme from the beneficiaries will be taken.

Table 4. Detail of Suggested Activities for encouraging the concept of child friendly school:

Domains of CFS model	***Children***	***Teachers***	***Administrators/Representatives***
Schools as Protective Environment	Encouraging children to participate in holistic health awareness programme. Encourage children to ask questions regarding personal health and hygiene from teachers and other caregivers. Promote children to keep healthy and clean school environment through audio visual aids.	Providing awareness regarding the relation between holistic health of child and hygienic school environment. Providing awareness about various personal and environmental hygienic practices.	Giving awareness regarding the ways to add safe and secure physical environmental needs and its importance for holistic health of children. Giving awareness regarding the concepts of ventilation and government norms of school infrastructure through various informative tools.
Inclusive classrooms	Encouraging children to involve in peer tutoring, task analysis and peer assessments based activities Promoting children to participate in group projects and discussions. Developing empathy towards children with special needs by role playing. Developing behavior to deal peers with affection, patience and treat equally without any discrimination by involve them in team and partner based games. Encouraging children to participate and discuss in special programme of mental health and interact with doctors and psychologists etc	Providing awareness regarding different affordable aids and resources to teach children with special needs. Providing awareness regarding different teaching learning techniques which will be helpful for children with special needs. Providing awareness regarding the types and characteristics of different disabilities and disorders which will be helpful to recognize and deal them accordingly. Promoting teachers to ask questions and participate in special programme with	Giving awareness regarding government acts and norms for schools for children with special needs. Encouraging administrators to plan programme of mental health and invite personals such as psychiatrist, psychologists and doctors to attend the programme for children with special needs. Encouraging administrators to be flexible in policy and planning's for children with special needs regarding admission, examinations, results etc Encouraging administrators to build least restrictive environment for

		professionals for children with special needs.	children with special needs.
Effective Teaching and Learning	Involving children in learning by doing based activities. Promoting children to participate in innovative learning techniques based activities like buzz session, fish bowl, play way method etc Involving children in discussion on general classrooms topics with teachers.	Providing awareness regarding concept and importance of children centered pedagogy. Providing awareness regarding effective teaching methodologies and techniques of child centered pedagogy. Encouraging teachers to use information communication technology for effective learning and teaching. Providing awareness regarding the concept of individual differences and each child has its own talents.	Encouraging administrators to provide facility of ICT in school. Encouraging administrators to Conduct Parents teacher meetings(PTM) and PTA monthly/quarterly Encouraging administrators to welcome suggestions from various stakeholders for effective teaching learning procedures.
School managers, Teachers and communities Involvement	Involving children in interactions based programme with principal and teachers. Encouraging children to ask questions to counselors and nutritionist Encouraging children to involve with principals and teachers in each organized programmes.	Encouraging teachers to act as mediator between children and administrators Encouraging teachers to participate in schools functions as professionals to speak on problematic children related topics. Promoting teachers to interact with professionals for holistic health of children.	Encouraging administrators to plan informative field trips and movies for education. Encouraging administrators to include parents and teachers in children oriented school policies. Encouraging administrators to organize various programmes like welcome talk and inviting professionals as parents to speak and other family members to participate. Encouraging administrators to invite counselors, nutritionist and field specialist for parents and teachers for all round development of children.

4.6.9 Statistical Design: The information collected through research tools will be analyzed and interpreted with the help of following tables and statistical tools respectively.

- Percentage
- Arithmetic Mean
- Standard Deviation
- Z-test
- ANOVA

Further analysis of data will be determined on the basis of type and nature of data obtained.

4.6.10 Delimitations of the study:

- The study will be conducted only on selected primary schools of Agra city.
- Only students of V class will be taken as a sample of the study.
- Only teachers who will be recommended by the school administrators will be included as sample for the proposed study.

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